

Revised March 15, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☐ Elementary ☐ Middle ☒ High ☐ K-12

Name of Principal Dr. Herbert Karpicke

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name The High School for the Performing and Visual Arts

(As it should appear in the official records)

School Mailing Address 4001 Stanford

(If address is P.O. Box, also include street address)

Houston

Texas

77006-4948

City

State

Zip Code+4 (9 digits total)

County Harris

School Code Number* 101-912-025

Telephone (713) 942-1960

Fax (713) 942-1968

Website/URL www.HSPVA.org

E-mail hkarpick@houstonisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Abelardo Saavedra

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Houston Independent School District

Tel. (713) 892-6000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board Ms. Dianne Johnson

President/Chairperson _____

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 185 Elementary schools
 38 Middle schools
 0 Junior high schools
 23 High schools
 48 Other
 294 TOTAL

2. District Per Pupil Expenditure: \$8,069
 Average State Per Pupil Expenditure: \$8,029

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 ☒ Urban or large central city
 ☐ Suburban school with characteristics typical of an urban area
 ☐ Suburban
 ☐ Small city or town in a rural area
 ☐ Rural
4. 10 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	61	118	179
2				10	59	112	171
3				11	51	112	163
4				12	73	85	158
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							671

6. Racial/ethnic composition of the students in the school: 57% White
 22% Black or African American
 17% Hispanic or Latino

4% Asian/Pacific Islander
<1% American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1 (same as in #5 above)	658
(5)	Subtotal in row (3) divided by total in row (4)	.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: <1%
1 Total Number Limited English Proficient

Number of languages represented: 9

Specify languages: Chinese, Filipino, French, German, Japanese, Korean, Polish, Russian, Spanish

9. Students eligible for free/reduced-priced meals: 12%

Total number students who qualify: 79

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{2\%}{12}$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

___ Autism	___ Orthopedic Impairment
___ Deafness	___ 2 Other Health Impaired
___ Deaf-Blindness	___ 9 Specific Learning Disability
___ Hearing Impairment	___ 1 Speech or Language Impairment
___ Mental Retardation	___ Traumatic Brain Injury
___ Multiple Disabilities	___ Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	___ 3 ___	___ 0 ___
Classroom teachers	___ 38 ___	3 ___
Special resource teachers/specialists	___ 8 ___	___ 47 ___
Paraprofessionals	___ 7 ___	___ 0 ___
Support staff	___ 8 ___	___ 0 ___
Total number	___ 64 ___	___ 50 ___

12. Average school student-“classroom teacher” ratio: 16

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	N/A*	97%	96%	97%	98%
Teacher turnover rate	5%	5%	5%	5%	18%
Student dropout rate (middle/high)	N/A*	0%	0%	0%	0%
Student drop-off rate (high school)**	4%	4%	4%	6%	4%

* Not available-the district has not yet reported this data for 2003-04

** Since HSPVA is a total magnet school, some students return to their zoned schools or leave to attend other schools during the year. We track these students and verify their enrollment in other programs. This accounts for the difference between dropout and drop-off percentages.

14. HSPVA Class of 2004.

Graduating class size	<u>135</u>
Enrolled in a 4-year college or university	<u>86%</u>
Enrolled in a community college	<u>4%</u>
Enrolled in vocational training	<u>1%</u>
Found employment	<u>0%</u>
Military service	<u>1%</u>
Other (travel, staying home, etc.)	<u>1%</u>
Unknown	<u>7%</u>
Total	<u>100 %</u>

PART III - SUMMARY

The HSPVA Story

Since its inception in 1971, Houston's High School for the Performing and Visual Arts (HSPVA) has been a model for subsequent magnet schools throughout the United States and abroad. HSPVA is an inner city, public high school for grades 9-12. It is a richly diverse community of approximately 670 students representing a wide range of socioeconomic backgrounds. The school is noteworthy among educational institutions in that students are selected for admission by audition in the disciplines of theatre, dance, instrumental music, vocal music, and visual art. The artistic gifts these students possess are supported by the school's high standards for achievement and self-discipline. HSPVA's 34 years of excellence in both art and academic curricula is well-documented with numerous state, national, and international awards including The Governor's Exemplary Award, The Rockefeller Award for Educational Excellence, two GRAMMY Awards, and the International NETWORK of Performing and Visual Arts Schools *Exemplary School Award*, to name a few.

It is the unique mission of HSPVA to educate students and to inspire their artistic minds in an ethnically diverse and culturally rich environment. The school endows individuals with self esteem, enthusiasm, creative expression, and a sense of belonging. It is notable that, as a fine arts magnet school, over half of HSPVA students graduate having elected advanced academic programs. HSPVA's Texas Assessment of Academic Skills (TAAS), and now Texas Assessment of Knowledge and Skills (TAKS), scores consistently rank at the top of district and state scores. Consequently, the school has been recognized by the Houston Independent School District and the State of Texas for its consistent exemplary performance on achievement tests.

Each year, most HSPVA graduates qualify for and are awarded college scholarships, either through the National Merit Scholarship program or other local and national programs. Ninety-seven percent of HSPVA graduates are college-bound. Perhaps the best yardstick for measuring the success of this remarkable school is the impressive track record of alumni accomplishments.

An innovative, dedicated, hard-working faculty is aggressively committed to the idea that meeting the needs of every student is essential for a better tomorrow for our society. The merit of this philosophy has been bolstered by a long-standing tradition of community support for HSPVA. This sustaining support is another important component in the school's successful history. The non-profit support organization, HSPVA FRIENDS, provides private financial support for the unique needs of students and special programs at HSPVA. The organization is comprised of representatives from Houston's major arts organizations, corporations, foundations, colleges, universities, parents, and alumni. In the past seven years, HSPVA FRIENDS have raised almost \$3 million in private support for the highly respected school, a powerful testimony to the loyalty that HSPVA elicits from its constituency.

For over three decades, this highly regarded educational institution has demonstrated a dramatic,

transformational influence on thousands of talented, young Houstonians. HSPVA, in its stellar past, has been a consistent source of pride for Houston, and it is firmly committed to future educational excellence for all students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. State and National Testing

The Texas State Accountability System for schools is based on student performance on the Texas Assessment of Knowledge and Skills (TAKS). The TAKS replaced the Texas Assessment of Academic Skills (TAAS) in 2003. In Texas, school ratings range from “Exemplary” to “Low-Performing.” HSPVA’s academic record is outstanding, having been rated exemplary every year but two since the inception of the state accountability system in 1994. In addition to TAKS, all HSPVA ninth, tenth and eleventh grade students take the Stanford Achievement Tests, and tenth and eleventh grade students take the Preliminary Scholastic Aptitude Test (PSAT). Most students also take the Scholastic Aptitude Test (SAT I), a general college readiness test, and many also take one or more others. Many students take Advanced Placement (AP) tests that correlate with the AP classes that are offered at HSPVA. On each measure, HSPVA students, as a group, score significantly above applicable state or national averages.

All HSPVA students are tested on grade level at the same time with the same test. Ninth grade mastery for 2004 was 96% in math and 100% in reading. Thirty-six percent and 27% respectively were commended by the state for exceptional math and reading performance, having achieved a scale score at or above the commended rating set by the state. Ninety-two percent of our African American and Economically Disadvantaged students achieved mastery in math, and 100% of these students mastered reading. Seven percent of Economically Disadvantaged students were commended in reading and the same group reached 15% commended in math.

Tenth graders achieved 98% mastery in English Language Arts (reading and writing) with the lowest subset being Hispanic students at 97%. The commended percentage was 13%. The math scores for this class were 96% with the lowest subset being African American students at 99%. Thirteen percent were commended.

The 11th grade class had 99% mastery in English Language Arts (reading and writing) with the lowest subset being White students at 98%. The commended percentage was 23%. The math scores for this class were 99% with the lowest subset being White students at 99%. Thirty six percent were commended. Additional information about HSPVA’s performance may be found at the Texas Education Agency website www.tea.state.tx.us/perfreport/sre/204/campus.srch.html.

2. Assessment Data and School Performance

At HSPVA, student performance data represent the opportunity to take stock and to improve. Gaps in achievement between and among student groups are addressed aggressively. Data are used to identify students who should be in Advanced Placement classes for example, and to give assistance to students who are in need of intervention to improve achievement. Students on average at HSPVA score significantly above national and state norms on all of the standardized, aptitude and advanced placement tests. Some students, however, struggle academically. Assessment data often give us insight into individual needs of these students so we may adjust instruction to meet those needs.

A prime example of this approach begins with the commitment all faculty and staff share for the success of all students. Since students are admitted to HSPVA based solely upon their art area audition, students with academic problems are not turned away. Although research has long identified a strong correlation

between artistic talent and academic ability, many of our students enter with academic deficits. Upon admittance, our counselors review the achievement record of all students and assign a class schedule that will support each individual. Students needing remediation are immediately identified so that academic departments can begin tutorials, conferences, and individualized plans, as early in the school year as possible. These students in their second year usually show marked improvement, exceeding expectations indicated by their earlier records. Consequently, in the tenth and eleventh grades we see virtually no difference in passing rates on state achievement tests among groups.

The faculty uses assessment data generated by state tests to inform instruction to improve student performance. The results of TAKS, PSAT, and other achievement indicators are shared with teachers at regularly scheduled meetings throughout the school year. Teachers meet at least monthly in several configurations – by department, art area coordinators, academic chairpersons, art area faculty, academic faculty, whole faculty – to celebrate successes and discuss the factors correlated with student success.

In addition, teachers regularly consult with counselors for background data on students who may be having difficulty performing well in their classes and succeeding in testing. This is part of their regular, informal research in seeking solutions and new approaches to assisting students in closing achievement gaps.

The school's relatively small size allows for information about student achievement and needs (both academic and personal) to be generated and shared among the academic faculty, the art area faculty, the counselors, the principal and assistant principals. The administrative management style is best described as "management by walking around" (MBWA). Our school culture values quick responses and adjustments to individual student situations. The comprehensive, immediate and hands-on confluence of information allows for a more individualized approach to the short and long range planning necessary to meet the artistic, academic, and personal needs of every student.

3. Communicating Student Performance Data

In addition to required report cards and progress reports to parents, HSPVA provides a steady exchange of information among all constituencies about student performance, such as through PA announcements to students, mail outs and newsletters to parents and community, and through press releases to the media. Teachers communicate directly to parents and students via email and telephone, and provide conference time to parents. HSPVA's website, www.hspva.org, is used to communicate everything from class assignments for students through teacher links, to library resources and data bases, to performance calendars and application information for prospective students and our audiences, to support and involvement opportunities for our parents and community.

Within the art areas, student works and projects are critiqued on a regular basis. These critiques include feedback from fellow students and from faculty members. Additionally, an individualized review is conducted at the end of each semester and/or year to evaluate each student's artistic strengths, weaknesses and progress. A written summary of this review is made available to each student and parent. Similarly, our Review Board consisting of administration, counselors, and art and academic faculty, meets at the end of each semester to review the progress of every student. The board makes recommendations for remediation, adjustments to four-year plans, academic or disciplinary probation, parent conferences, tutoring, summer school, night school, or other options to strengthen a student's performance. The board reports to parents of students for whom recommendations are made by mail.

Students share and display their internationally acclaimed talents through performances and art exhibitions at HSPVA's own venues, at public and private local facilities, and at prestigious performance and art venues throughout the world. HSPVA students appear in over 200 scheduled events in and out of school annually. Every year, numerous HSPVA students and former students receive local, national and international awards and acclaim. Their achievements are heralded through the PTO Newsletter, The HSPVA Friends' (a private support organization) Newsletter, HISD's Newsletters, local radio, TV, and newspapers, our website, and certainly by word of mouth (HSPVA has a proud family worldwide).

HSPVA's state and national test results are also communicated through these means.

4. Sharing Our Successes With Other Schools

Because the creation of HSPVA in 1971 was the first attempt by any high school in the nation to combine an academic program with concentrated training in the arts, HSPVA has been a model for many other performing arts schools across the nation and around the world. It would be reasonable to say that HSPVA has influenced, either directly or indirectly, a substantial percentage of the over 200 performing and visual arts schools within the United States. Every year, school board members, administrators and faculty members from around the world visit our campus to experience and learn about our program first-hand. Many others visit HSPVA electronically through our website, www.hspva.org. We eagerly share our philosophy and our curriculum with all who express interest.

The entire faculty and staff on two occasions have traveled to Dallas to exchange ideas and information with the faculty and staff of the Dallas Arts Magnet (Booker T. Washington High School). They in turn have visited our school on two occasions. Members of HSPVA's faculty and staff have been invited to numerous "Teacher Fly-ins" and symposiums throughout the country for the discussion and exchange of information with educators from other magnet and comprehensive high school programs. We have held symposiums for Houston arts educators on our campus.

The school holds membership in numerous art and academic organizations and HSPVA's representatives participate, perform, and present on a consistent basis. HSPVA pledges to continue to share its success with anyone interested in expanding the ideals of education. At the same time we reexamine and reevaluate our goals and objectives to continue to improve.

HSPVA is a founding member of the International NETWORK of Performing Arts Schools, and sends several faculty members every year to share our successes and learn about other schools' innovations. In another example, one of our counselors founded a district-wide program of peer consultation three years ago, for counselors and social workers, which is very well attended. And one of the most exciting events of the year is our representation at the National Foundation for Advancement in the Arts *Arts Recognition and Talent Search* (ARTS) program.

Our student sharing has crossed national boundaries as well. Student performance tours have included Norway, Scotland, England, Taiwan, and Mainland China, among other destinations, and celebrity performers in every field from many cultures have visited our school to perform and share ideas with students.

PART V – CURRICULUM AND INSTRUCTION

1. HSPVA's Curriculum

HSPVA's unique curriculum features all of the academic requirements of other Texas high schools with the exception that physical education is not required. Since HSPVA's inception, the Texas Education Agency has waived the PE requirement for our students to make possible the scheduling of our intensive arts courses. The arts curriculum is available only at HSPVA in Texas. Students receive three credits in their art major each year and take a full range of pre-professional courses. The complete list of HSPVA's arts courses and typical four year plan are available on our website at www.hspva.org.

Most importantly, data indicate that academic achievement gaps between ethnic and socioeconomic groups are narrowed in HSPVA's environment. Our integrated art and academic curriculum helps to close achievement gaps that students bring from previous educational settings. Several factors contribute to this

remarkable success, not the least of which is the commitment our faculty have for the success of every student. Another large factor is the motivation our students bring with them. HSPVA students love to be at school. They work very hard to be successful because they are inspired by their teachers, their peers, and by the performances and art works that surround them. The students all share the same motivators. They admire and support each other as artists.

In addition, our integrated curriculum operates to support student achievement for every student in several ways. While incorporating all Texas Essential Knowledge and Skills (TEKS), each subject area has enhanced and expanded curriculum to overlap other subjects. Our English curriculum, for example, is based on classical and contemporary literature with emphasis on analysis through written expression. The skills learned in English classes are used and reinforced in music and art literature classes when analyzing opera librettos and art critiques. The reading curriculum is designed to increase critical awareness of style, structure, meaning and value. The same terminology and concepts are used in performance classes and other academic classes. The social studies curriculum provides additional perspective for our artists by helping connect history, geography, politics and economics to the real performances the students are producing. Integration helps students form their own creative connections among subjects and teaches them to communicate concepts both cognitively and affectively.

Other examples include our science unit on the physics of sound overlapping with a music theory objective, and the application of math concepts in areas of design and perspective in visual art and theatre design. Cognitive and affective domains are bridged so that standard curriculum includes more than basic skills in all areas, and so that most essential concepts taught in any given subject are reinforced in one or more other subjects. These correlations between academic and concentrated study in the arts produce artists who not only are outstanding, confident performers, but who also are sensitive to their community and to all areas of education.

Students who complete the four-year program receive the equivalent of many first and second year college and university programs. Dance curriculum is designed to prepare dancers for a professional career or entrance into leading university or conservatory dance programs, emphasizing ballet and modern dance. The music curriculum rivals that at many colleges and prepares students for the highest levels of further study. The theatre curriculum reflects the traditions and working relationships of professional theatres, such as ensemble work, design, playwriting, acting, technical theatre, and the ability to relate to and communicate one's natural instincts. The visual art program provides a solid foundation in drawing, painting, photography, sculpture, graphic design and mixed media with an emphasis on idea and concept development. Our students who choose a future other than in the arts are also well prepared. All subjects are college preparatory. Advanced placement and pre-AP classes are available and encouraged in all areas of study. In science, students are taught concepts of scientific understanding of the environment, living systems, the nature of matter, and the forces and energies that influence the universe and a living Earth. All students are challenged not only to learn the algorithms associated with mathematical operations, but also to apply the concepts being presented with a focus on real-world applications in arts related problem-solving situations. Basic, intensive language study in Spanish and French, includes the exploration of foreign language literature, with an emphasis on the performing and visual arts in the culture of the language studied, combined with the challenge to achieve communicative proficiency.

2.b HSPVA's English Language Curriculum

HSPVA's English language curriculum is literature based. We believe students learn to read better by reading good literature everyday. All courses are intense studies of literature with a major emphasis on analysis through written expression. Our course goals: students will demonstrate the honest and effective use of language and be able to organize ideas in a clear, coherent, and persuasive way. To achieve these goals, students read focusing on applying analysis tools and techniques, and on communicating their analytical ideas clearly through speaking and writing. More specifically, they read each work with a critical awareness of the full range of stylistic features, its structures, its meaning, and its value. Pre-AP

and AP courses are designed to prepare students to take the Advanced Placement examinations at the end of their junior and senior year. Our regular classes are also college preparatory.

Students entering HSPVA below grade level in reading receive immediate attention. English teachers begin by reviewing past test data. Students identified as needing additional help are tutored individually by classroom teachers. If comprehension is low, for example, teachers work individually at lunchtime or after school with the student to practice techniques such as SQ3R (Survey, Question, Read, Recite, Review). If vocabulary scores are low, individualized materials are assigned to improve understanding of word meaning. Students may be assigned peer tutors, are encouraged to attend weekly in-house tutoring sessions, or are assisted in finding private tutors. Parents are also contacted and kept advised of student progress as well as encouraged to reinforce assignments at home.

Another reading improvement strategy used at HSPVA involves teaching grammar as practical usage based on the types of mistakes students make in writing and speaking. Grammatical mistakes are often symptomatic of reading deficiencies, so time is given for oral reading practice to improve fluency in correct usage.

In eleventh and twelfth grades, the curriculum addresses the same broad areas as in the earlier grades, but more specifically. Courses survey American and British literature using an historical and thematic approach with students reading one outside major novel or play per six weeks. In addition, students are required to read three other major works and complete a humanities research paper. Vocabulary advances through the study of roots, prefixes, suffixes, and the SAT vocabulary lists. Princeton Review vocabulary words are stressed in the objectives. In writing, emphasis is placed on the multi-paragraph essay using the assertion, evidence, commentary format. Students begin doing timed writing to prepare for the AP examinations.

As in our other curriculum areas, our remediation program helps students improve so that, by the second or third year, they are usually performing at grade level and graduate on time with their class.

3. HSPVA's Internationally Recognized Arts Curriculum

The arts curriculum at HSPVA demonstrates the “other side” of HSPVA and illustrates why our school is so successful academically. The program is well known throughout the international arts community. Major universities and conservatories hold auditions at the school, knowing that many of our students will qualify for their programs. Our music department has won two Grammy awards and our graduates frequently are accepted to such schools as Julliard, Eastman, Peabody, Northwestern, New England Conservatory and University of Southern California, to name a few. Our artists, dancers and theatre students win major awards and scholarships and our graduates are on Broadway, in dance and theatre companies around the world, play in major orchestras and ensembles, and exhibit their works in prestigious galleries.

Indeed, we provide a very expert level of instruction in music, theatre, dance and visual arts. Three-fourths of the faculty have advanced degrees in performance and education. All of our arts faculty are or have been working artists. We can and do provide very long lists of our student and faculty accomplishments to all who express interest. The real reason for our teaching and learning success, however, is not revealed in these statistics.

The reason for the great success of our arts students is simple but not easy. At the core of HSPVA's mission is our commitment “to inspire their artistic minds.” This means that our arts programs must be inspiring as well as knowledge and skills based. But it also means that HSPVA students must be inspired to achieve in everything they do. The nexus between our arts curriculum and academic curriculum lies in the shared commitment to inspire.

Inspiration comes through affect: the ability to touch or move the emotions. We have observed at HSPVA

that if we are able to bridge the affective domain with the cognitive domain, then we can inspire learning not only in the arts, but also in every other aspect of human achievement. Our approach to teaching music and the arts embodies this notion. But we do not leave inspiration out of our academic classrooms. In fact, our students bring their inspired minds to their academic pursuits, and we encourage them to do so.

Probably the most tangible evidence of this success equation is in the reports our students give about the individual care that our teachers communicate to them. Because we audition each of our applicants, we have an understanding of their talent and potential before they enroll. Soon, we know each child intimately. We know the family background, how they perform academically, and we care about their emotional state. Our students know that we respect them for their humanity as well as their artistic ability, and that we are committed to educating them wholly. We educate the whole person. The founder of the Suzuki method said “We are not teaching music, we are making beautiful people.” With the ups and downs of careers in the arts, we prepare our students for all scenarios, give them a sense of reality, and train them to be the very best.

4. Instruction at HSPVA

It would be hard to imagine inspiring performing and visual arts classes where students and teachers were not actively, enthusiastically, and even passionately engaged. Likewise, it is our philosophy at HSPVA that academic classes will achieve maximum student success when these same instructional characteristics are evident as common practice campus-wide. It is our assertion that inspiring classroom environments can be described and observed. We identify the instructional method most associated with an inspirational classroom as the “Master-Pupil” approach.

In short, we believe in the effectiveness of active, enthusiastic, and passionate instruction as opposed to inactive, or passive instruction. Research data show that students gain and retain more knowledge in every school subject by means of active engagement with the teacher and the material. This engagement is accomplished through planned lessons featuring active teaching – whether of dance steps, for example, or writing skills. Thus, we recently instituted a program of classroom observations and logging of percentages of active vs. passive engagement in the school’s classrooms. The results, shared with the faculty, have reinforced and acknowledged the extent that active instruction and educational success, as measured by state and national instruments, are linked.

Active instructional methods include all of the familiar pedagogical stand-bys: lecture, discussion, cooperative learning, and all of their nuanced varieties. Passive instruction on the other hand, is defined at HSPVA as seatwork, or any other classroom activity where the teacher is not actively engaged with students and lesson material. The campus goal is to maintain at least 80% active instruction in all classes over time.

The teaching styles are diverse and instructional strategies varied, but we all understand that our reason for being at HSPVA is to reach our students. We value the bond that develops between student and teacher, between master and pupil, because we know this bond is the key to building reciprocal trust and cooperation among students and parents. When the bond is there, the path is provided to communicate high expectations leading to rewarding results for every student.

5. Professional Development at HSPVA

The school’s professional development program focuses on improving student achievement from a variety of approaches. Professional development takes place several times a year, and engages teachers in preparing for upcoming changes in curricula and standardized testing, in discussing educational issues, and in helping identify and address student needs that may impact learning.

One unique feature of our school is its foundation in mentoring relationships between teachers and students, both in the arts and academics. Therefore, a recent professional development offering brought a

member of the counseling center at one of our feeder universities in the arts, to discuss addressing student's affective needs through mentoring, to better prepare them for the demands of college-level arts training and competition.

Despite our small size, our students have done well in a range of Advanced Placement academic examinations, as well as music theory. One of the reasons for this is undoubtedly our teachers' involvement in hundreds of hours of training in Advanced Placement and gifted education, in the summer and during the school year.

Faculty members offer suggestions and requests for topics they would like to learn more about, as they seek to educate more and more effectively. Above all, HSPVA professional development is designed to support our belief that the teacher-pupil relationship is primary in nurturing student learning and development.

State Criterion-Referenced Test Results for The High School for the Performing and Visual Arts

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education.

Ninth and 11th grade scores for Texas achievement tests are reported beginning in 2002-03, the first year these grades were tested. Only two years of data are available for these grades.

Texas Ninth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 9 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004

Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES			NA	NA	NA
(TAKS) % Commended Performance	27%	10%			
(TAKS) % Met Standard	100%	98%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	173	175			
Percent of total students tested	99%	100%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0%	0%			
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	7%	4%			
(TAKS) % Met Standard	100%	96%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	27	24			
<i>2. African American</i>					
(TAKS) % Commended Performance	13%	10%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	39	48			
<i>3. Hispanic</i>					
(TAKS) % Commended Performance	9%	3%			
(TAKS) % Met Standard	100%	94%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	32	31			
<i>4. White</i>					
(TAKS) % Commended Performance	36%	12%			
(TAKS) % Met Standard	100%	99%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	92	89			
STATE SCORES					
(TAKS) % At or above Commended Performance	9%	6%	NA	NA	NA
(TAKS) % At or Above Met Standard	84%	82%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	NA	NA	NA

Texas Ninth-Grade Criterion-Referenced Math Test

Subject Math Grade 9 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES			NA	NA	NA
(TAKS) % Commended Performance	36%	24%			
(TAKS) % Met Standard	96%	94%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	174	177			
Percent of total students tested	99%	100%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0%	0%			
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	15%	13%			
(TAKS) % Met Standard	92%	88%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	26	24			
<i>2. African American</i>					
(TAKS) % Commended Performance	8%	8%			
(TAKS) % Met Standard	92%	88%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	38	48			
<i>3. Hispanic</i>					
(TAKS) % Commended Performance	25%	13%			
(TAKS) % Met Standard	94%	90%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	32	31			
<i>4. White</i>					
(TAKS) % Commended Performance	49%	35%			
(TAKS) % Met Standard	98%	99%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	94	91			
STATE SCORES					
(TAKS) % At or above Commended Performance	14%	11%	NA	NA	NA
(TAKS) % At or Above Met Standard	59%	63%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	NA	NA	NA

Texas Tenth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 10 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004

Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	13%	25%			
(TAKS) % Met Standard	98%	96%			
(TAAS) % Met Minimum Standards	NA	NA	100%	99%	99%
Number of students tested	168	167	146	174	172
Percent of total students tested	100%	99%	99%	99%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	0%	7%			
(TAKS) % Met Standard	95%	96%			
(TAAS) % Met Minimum Standards	NA	NA	100%	92%	95%
Number of students tested	19	27	21	16	21
<i>2. African American</i>					
(TAKS) % Commended Performance	12%	6%			
(TAKS) % Met Standard	98%	100%			
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	42	31	30	40	30
<i>3. Hispanic</i>					
(TAKS) % Commended Performance	13%	22%			
(TAKS) % Met Standard	97%	100%			
(TAAS) % Met Minimum Standards	NA	NA	100%	96%	96%
Number of students tested	31	27	16	22	27
<i>4. White</i>					
(TAKS) % Commended Performance	11%	31%			
(TAKS) % Met Standard	99%	94%			
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	88	105	92	102	105
STATE SCORES					
(TAKS) % At or above Commended Performance	4%	5%	NA	NA	NA
(TAKS) % At or Above Met Standard	75%	72%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	94%	90%	90%

Texas Tenth-Grade Criterion-Referenced Math Test

Subject Math Grade 10
Skills _____

Test Texas Assessment of Knowledge and

Edition/publication year 2004

Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	13%	14%			
(TAKS) % Met Standard	96%	95%			
(TAAS) % Met Minimum Standards	NA	NA	99%	99%	99%
Number of students tested	168	166	145	168	174
Percent of total students tested	100%	99%	99%	99%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	0%	15%			
(TAKS) % Met Standard	100%	93%			
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	19	27	15	16	21
<i>2. African American</i>					
(TAKS) % Commended Performance	5%	6%			
(TAKS) % Met Standard	90%	94%			
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	42	31	30	40	30
<i>3. Hispanic</i>					
(TAKS) % Commended Performance	3%	14%			
(TAKS) % Met Standard	100%	96%			
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	96%
Number of students tested	30	28	16	22	27
<i>4. White</i>					
(TAKS) % Commended Performance	19%	17%			
(TAKS) % Met Standard	98%	95%			
(TAAS) % Met Minimum Standards	NA	NA	99%	98%	100%
Number of students tested	88	103	91	102	105
STATE SCORES					
(TAKS) % At or above Commended Performance	8%	7%	NA	NA	NA
(TAKS) % At or Above Met Standard	63%	73%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	89%	86%

Texas Eleventh-Grade Criterion-Referenced Reading Test

Subject Reading Grade 11 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	23%	19%			
(TAKS) % Met Standard	99%	97%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	158	123			
Percent of total students tested	100%	98%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0%	0%			
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	11%	17%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	18	12			
<i>2. African American</i>					
(TAKS) % Commended Performance	4%	8%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	26	25			
<i>3. Hispanic</i>					
(TAKS) % Commended Performance	15%	0%			
(TAKS) % Met Standard	100%	100%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	26	15			
<i>4. White</i>					
(TAKS) % Commended Performance	31%	25%			
(TAKS) % Met Standard	98%	95%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	102	77			
STATE SCORES					
(TAKS) % At or above Commended Performance	10%	5%	NA	NA	NA
(TAKS) % At or Above Met Standard	87%	69%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	NA	NA	NA

Texas Eleventh-Grade Criterion-Referenced Math Test

Subject Math Grade 11 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004

Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES			NA	NA	NA
(TAKS) % Commended Performance	36%	13%			
(TAKS) % Met Standard	99%	93%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	156	127			
Percent of total students tested	100%	98%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0%	0%			
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	22%	0%			
(TAKS) % Met Standard	100%	92%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	18	13			
<i>2. African American</i>					
(TAKS) % Commended Performance	8%	8%			
(TAKS) % Met Standard	100%	88%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	26	26			
<i>3. Hispanic</i>					
(TAKS) % Commended Performance	35%	0%			
(TAKS) % Met Standard	100%	93%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	26	14			
<i>4. White</i>					
(TAKS) % Commended Performance	43%	15%			
(TAKS) % Met Standard	99%	94%			
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	100	79			
STATE SCORES					
(TAKS) % At or above Commended Performance	15%	6%	NA	NA	NA
(TAKS) % At or Above Met Standard	85%	68%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	NA	NA	NA

National Norm-Referenced Test Data for The High School for the Performing and Visual Arts

Subject ___ Reading ___ Grade ___ 9 ___ Test ___ Stanford Achievement Test _____

Edition/Publication Year _____ Publisher ___ * See Table ___

Scores are reported here as (check one): NCEs ___ x ___ Scaled scores ___ Percentiles ___

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	Feb.	March	March
SCHOOL SCORES					
Total Score	73	64	68	64	70
Number of students tested	172	179	169	NA	NA
Percent of total students tested	>99%	100%	>99%	NA	NA
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES**					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

** Stanford is not disaggregated into socioeconomic or ethnic subgroups

Subject__Math Grade__9_____ Test_Stanford_____

Edition/Publication Year Publisher *see Chart

Scores are reported here as (check one): NCEs__x_ Scaled scores ____ Percentiles____

Testing month	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
	March	March	Feb.	March	March
SCHOOL SCORES					
Total Score	74	63	66	64	70
Number of students tested	172	179	169	NA	NA
Percent of total students tested	>99%	100%	>99%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0%	0%	0%		
SUBGROUP SCORES **					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

** Stanford is not disaggregated into socioeconomic or ethnic subgroups

Subject reading__ Grade__10__ Test Stanford_____

Edition/Publication Year_____ Publisher see chart_____

Scores are reported here as (check one): NCEs__x__ Scaled scores ____ Percentiles____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	Feb.	March	March
SCHOOL SCORES					
Total Score	72	61	59	66	73
Number of students tested	165	172	145	NA	NA
Percent of total students tested	>99%	100%	>99%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0%	0%	0%		
SUBGROUP SCORES **					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

** Stanford is not disaggregated into socioeconomic or ethnic subgroups

Subject_Math__ Grade__10 Test__Stanford_____

Edition/Publication Year_____ Publisher_____see chart_____

Scores are reported here as (check one): NCEs__x_ Scaled scores ____ Percentiles____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	Feb.	March	March
SCHOOL SCORES					
Total Score	72	61	59	66	73
Number of students tested	165	171	145	NA	NA
Percent of total students tested	>99%	>99%	>99%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0%	0%	0%		
SUBGROUP SCORES **					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

** Stanford is not disaggregated into socioeconomic or ethnic subgroups

Subject_Reading Grade 11 Test Stanford_____

Edition/Publication Year_____ Publisher_____see chart_____

Scores are reported here as (check one): NCEs_x__ Scaled scores ____ Percentiles____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	Feb.	March	March
SCHOOL SCORES					
Total Score	77	70	68	68	72
Number of students tested	157	128	161	NA	NA
Percent of total students tested	>99%	100%	100%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0%	0%	0%		
SUBGROUP SCORES **					
1. _____(specify subgroup)					
Number of students tested					
2. _____(specify subgroup)					
Number of students tested					
3. _____(specify subgroup)					
Number of students tested					
4. _____(specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

** Stanford is not disaggregated into socioeconomic or ethnic subgroups

Subject__Math Grade__11__ Test_____Stanford_____

Edition/Publication Year_____ Publisher_____see chart_____

Scores are reported here as (check one): NCEs___x Scaled scores ____ Percentiles____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	Feb.	March	March
SCHOOL SCORES					
Total Score	73	63	67	69	63
Number of students tested	157	128	161	NA	NA
Percent of total students tested	>99%	100%	100%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES **					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

** Stanford is not disaggregated into socioeconomic or ethnic subgroups

